

# The Blakesley Hall Primary School Behaviour Curriculum



2023-24

## Overview of Content

Year Gp	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>All</b>	<b>RESPECT</b>	<b>UNITY</b>	<b>CARE</b>	<b>HONESTY</b>	<b>RESILIENCE</b>	<b>APPRECIATION</b>
	Embedding Routines	Reinforce routines	Re-establish routines	Reinforce routines	Re-establish routines	Reinforce routines
	Collective Worship	Collective Worship	Collective Worship	Collective Worship	Collective Worship	Collective Worship
	Tribe Time	Tribe Time	Tribe Time	Tribe Time	Tribe Time	Tribe Time
<b>PSHE THEME</b>	<b>Health and Wellbeing</b>	<b>Living in the Wider World</b>	<b>Keeping Safe</b>	<b>Keeping Safe</b>	<b>Living in the Wider World</b>	<b>Relationships</b>
<b>1</b>	Keeping Healthy: Healthy Me	Economic Wellbeing: Money	Keeping Safe: Personal Safety	Prevent: My Friends and Me	Further British Values: Shared Responsibility	Dealing with Relationships: My Friends and Me
<b>2</b>	Keeping Healthy: Healthy Me	Economic Wellbeing: Money	Keeping Safe	Prevent: Respecting my community and country	Further British Values: Shared Responsibility	Dealing with Relationships: Being Safe
<b>3</b>	Keeping Healthy: Keeping physically and emotionally safe	Economic Wellbeing: Money	Keeping Safe: Water Safety	Prevent: A Rich Tapestry	Further British Values: Shared Responsibility	Dealing with Relationships: Understanding the Wider World
<b>4</b>	Keeping Healthy: Ways of keeping physically and emotionally safe	Economic Wellbeing: Being a Responsible Citizen Money	How to Respond in an Emergency Fire Safety	Prevent: Everyone has a right	Further British Values: Shared Responsibility	Understanding and appreciating healthy relationships
<b>5</b>	Keeping Healthy: Influences on health and well-being	Economic Wellbeing: Being a Responsible Citizen Money	How to Respond in an Emergency	Prevent: A Diverse Community	Further British Values: Shared Responsibility	Dealing with Relationships: Keeping safe in virtual and physical relationships
<b>6</b>	Keeping Healthy: Respecting my body and mind	Economic Wellbeing: Being a Responsible Citizen Money	Prevent: Keeping an open mind	Keeping Mentally Safe: Go Big Project	Further British Values: Shared Responsibility	Dealing with Relationships: Challenging Stereotypes

## **Introduction**

At Blakesley Hall Primary we develop children's character through our values based behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

## **Teaching the curriculum**

The curriculum and routines is taught through our school values, tribe time, collective worship and PSHE alongside the traditional National Curriculum subjects.

Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each half term, the behaviour curriculum with its values and routines is revisited with pupils and will continue to be reinforced throughout the year.

Each half term, a school wide focus will be placed on one of our values.

Each week of the half term, teachers will focus on 2 of the actions we use and show in order to live our values.

As with other curriculum content, routines and values should be taught using explicit teaching based on the ten principles of instruction from Rosenshine including regular quizzing to check and strengthen retention.

Teachers will demonstrate these behaviours and ensure pupils have time to practise.

## **Adaptations**

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs, ACEs and our knowledge of each child. Sensitivity must be applied at all times when teaching the curriculum.

## **Curriculum Content**

**Curriculum content to be covered in depth in Autumn Term 1 and revisited throughout the year.**

### **Behaviour**

Know that our behaviour expectations in school are achieved through 'living' our school values.

These are...

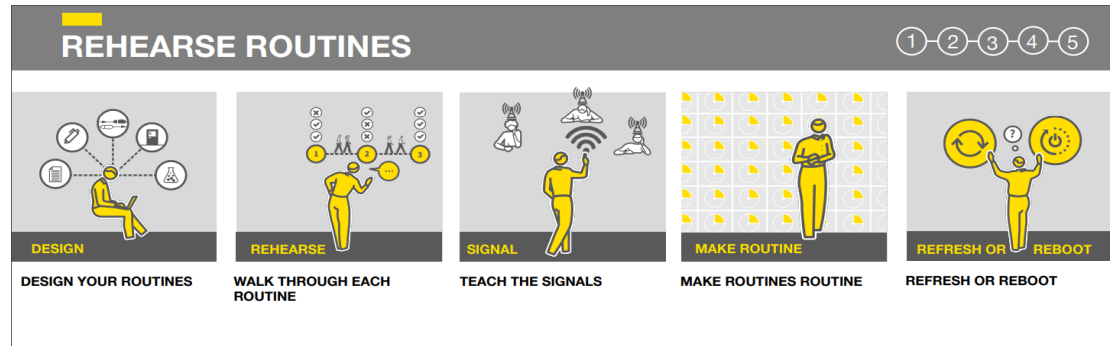
- **Be Respectful** - We treat each other with **RESPECT**, including ourselves
- **Be United** – We work together to achieve our best
- **Be Caring** – We care about each other, ourselves and our environment
- **Be Honest** - We tell the truth in a kind way.
- **Be Resilient** – We don't give up on ourselves, our work or other people.
- **Be appreciative** – We celebrate and believe in each other and ourselves

Know the following examples of these values –

Be Respectful	Be United	Be Caring	Be Honest	Be Resilient	Be appreciative
<ul style="list-style-type: none"> <li>• We say please and thank you</li> <li>• We hold doors open for people</li> <li>• We talk kindly to other pupils</li> <li>• We say good morning/ afternoon to each other</li> <li>• We respect others right to learn</li> <li>• We respect school property by looking after it</li> <li>• We use a calm and polite tone of voice</li> <li>• We value differences</li> <li>• We follow given instructions</li> <li>• We listen to others when they are sharing opinions</li> <li>• We will learn and use a person's preferred name</li> </ul>	<ul style="list-style-type: none"> <li>• We celebrate each other's achievement</li> <li>• We support each other to make the right choices</li> <li>• We build strong relationships with each other</li> <li>• We celebrate each other's differences</li> <li>• We work together to achieve our best</li> <li>• We encourage each other to be our best</li> <li>• We follow school and classroom routines</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• We use our manners</li> <li>• We talk kindly to others</li> <li>• We ask about each other's days</li> <li>• We understand other people's feelings</li> <li>• We help each other</li> <li>• We look after our environment by keeping it tidy</li> <li>• We say sorry when we know we have not made the right choice</li> <li>• We check on each other to look after one another</li> <li>• We offer each other help</li> </ul>	<ul style="list-style-type: none"> <li>• We think carefully about what we are going to say</li> <li>• We know it is safe to tell the truth</li> <li>• We take responsibility for making mistakes</li> <li>• We consider other peoples point of view</li> <li>• We treat each other with fairness</li> <li>• We talk through our feelings and emotions with a trusted person</li> <li>• We consider another person's feelings when being honest</li> </ul>	<ul style="list-style-type: none"> <li>• We keep trying</li> <li>• We know our mistakes help us to improve</li> <li>• We challenge ourselves to produce the best results that we can</li> <li>• We set ourselves challenging targets in our learning and behaviour to reach for our hopes and dreams</li> <li>• We work hard to achieve targets set by others for out learning and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• We say thank you</li> <li>• We use our manners</li> <li>• We are thankful for our education</li> <li>• We work hard to achieve our best</li> <li>• We reflect on the experiences and successes of each day</li> <li>• We value our own and others' hard work</li> <li>• We are thankful for everything we are given</li> </ul>

## Our Routines

Our staff and children know the importance of strong, consistent routines. We will establish these through rehearsal, insistence, reinforcement, review and revision.

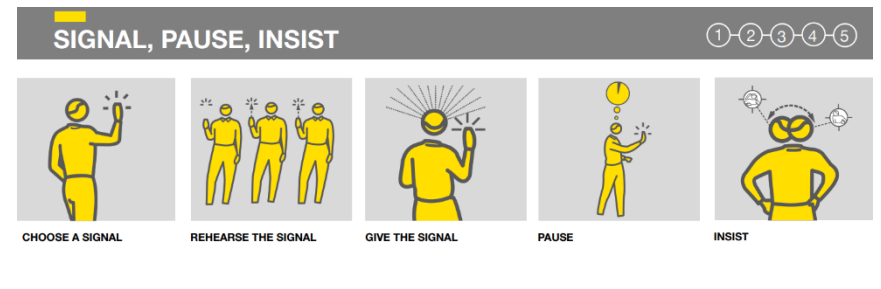


- Routines are the bedrock of a positive behaviour management system.
- If everyone knows what to do and what happens in various situations, then it allows the focus to be on learning.
- Establish them and rehearse them so that they are known, understood and enacted consistently.

## Stopping the Children

Our staff use a **silent signaller** to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by being silent and responding with STAR.

- **S** - Sitting or standing up straight
- **T** - Tracking the teacher
- **A** - Attention at all times
- **R** - Respect towards others



- This is a routine teachers will use several times a lesson.
- Relying on using your voice to talk over the noise of a chatting class is hard to sustain
- The signal-pause-insist routine allows teachers to move from one lesson phase to another calmly and efficiently.
- The more you insist on the response, the more embedded it becomes.

## **Fantastic Walking**

Know that we walk around school using **Fantastic Walking**

Know that Fantastic Walking means -

- Lining up in register order
- Facing forward
- Walking in a straight line
- Hands by side
- Without talking
- Without leaning on walls whilst waiting
- Left hand side in corridors and on stairs

Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

## **Fantastic Listening**

Know that we use **Fantastic Listening** in class. This means that we use STAR -

- **S** - Sitting or standing up straight
- **T** - Tracking the teacher
- **A** - Attention at all times
- **R** - Respect towards others

Know that we all do Fantastic Listening to ensure everybody is able to learn without distractions.

Know that pupils who do not follow school rules will have a consequence for this.

## **Fantastic contributing**

Know that we expect all children to contribute in class. Fantastic contributing means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said

## **Arriving at school at the beginning of the day**

Know that I arrive on time to school.

Know that I walk calmly to our classrooms.

Know that I greet staff with a smile and a 'good morning'.

Know that I hang my coat up, put my lunchbox in the box and water bottle by the sink.

Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.

Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

## **Transitioning within a lesson and at the end of a lesson**

Know that when the teacher signals (1) I should stop what I am doing.

Know that when the teacher signals (2) I should tuck my chair in if seated and stand up if sat down.

Know that when the teacher signals (3) I should move to my table/line up.

Know that when I am lining up, I should be quiet.



## Using good manners

Know that I should always say '**please**' when I am asking for something.

Know that I should always say '**thank you**' when I receive something or someone does something nice for me. Know that I should say 'Good morning/afternoon' to adults if spoken to.

Know that it is important to show **appreciation** to others by thanking people for what they have done for me. Know that a calm and polite tone is respectful.

## Playtime Behaviour

Know that I must walk from my classroom to the playground using Fantastic Walking.

Know that I must play safely without hurting anyone.

Know that I do not 'play fight' because I may hurt someone by accident.

Know that I must be **caring**, by including people in my games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. Know that, when the first whistle blows I must stop what I'm doing and when the second whistle goes, I must line up in register order straight away.

Know that I must walk back to my classroom using Fantastic Walking.

## Lunchtime

Know that I use Fantastic Walking when walking to the hall or playground.

Know that I collect my food and sit down straight away.

Know that I should use a normal talking volume when in the hall. I should not be raising my voice.

Know that I should use a knife and fork correctly.

Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.

Know that I should not leave my seat once I have sat down.

Know that once I have finished, I clear any rubbish from my table and empty any left-over food into the correct bin.

Know that once I have cleared my plate, I return to my seat and wait until a member of staff raises their hand.

Know that once a member of staff raises their hand and I have finished my food, I can line up quietly. Know that I use Fantastic Walking when walking from the dining hall to the playground or playground to the dining hall.

## **Completing work in books**

Know that I should always work on the next available page unless told otherwise.

Know that I should date every piece of work.

Know that I must draw lines or underline with a ruler.

Know that I should always write neatly and clearly, with joined up handwriting when I know how.

Know that I should always start writing from the margin.

Know that in maths I should use one digit per box.

Know that in maths I should always leave a one square space between calculations.

Know how to correct mistakes by drawing a straight line through your work.

## **End of the day routine**

Know that when my teacher signals (1) I should collect my things for home and return immediately to either sit on the carpet or at my table.

Know that when the teacher signals (2) I should stand up and tuck my chair in or stand up if on the carpet.

Know that when the teacher signals (3) I should move to my line space quietly.

Know that I should wait quietly whilst my class is dismissed.

Know that I wait until the adult dismissing me has said it is ok for me to go

## **General classroom expectations**

Know that I should not be leaving my seat during a lesson unless I have asked to do so.

Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that I should not have any objects on the table that distract me from my learning.

Know that it is my responsibility to keep my table clear from clutter.

Know that I should not bring my own pencil case or equipment

Know that I have a responsibility to ensure that the classroom is kept tidy.

Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.

## Rewarding Children

At Blakesley Hall, we believe that progress and achievement in demonstrating good learning behaviours and living our values is as important as academic progress and attainment.

We reward the children's hard work by –

- Awarding values points on class dojo when a child is seen 'living our values'
- Awarding values certificates each week for those children seen putting their values into practice which will be given out alongside Golden Book Awards in assembly.
- A Values award will be given to a chosen child in each class every half term to recognise those children 'living' their values alongside the Progress Awards.

## Teaching self - regulation

### What is self-regulation?

Self-regulation is the ability to manage your emotions and behaviour in accordance with the demands of the situation. It includes being able to resist highly emotional reactions to upsetting stimuli, to calm yourself down when you get upset, to adjust to a change in expectations, and to handle frustration without an outburst. It is a set of skills that enables children, as they mature, to direct their own behaviour towards a goal, despite the unpredictability of the world and our own feelings.

**At Blakesley Hall, we will approach self-regulation skills in the same way we approach other skills, academic or social; to isolate that skill and provide practice.**

- We will help our pupils regulate their emotions by coaching them to slow down and calmly respond to situations rather than being impulsive.
- Patience and positive feedback from the adult are important.
- With support and guidance, the child will gradually learn to handle challenges on their own.

## Zones of Regulation

- Increased self-awareness and social and emotional skills
- A common language for communication, problem solving, and emotional understanding
- More time spent on learning instead of on behavior management

The Zones of Regulation organizes our feelings, states of alertness, and energy levels into four colored Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being.

# The Four Zones

## Blue Zone



The BLUE ZONE describes low **states of alertness** and **down feelings**, such as when a person **feels sad, tired, sick, hurt, lonely, or bored**. Our energy is low and our body is moving slowly when we are in the Blue Zone.

When in the Blue Zone we **often** need to rest and recharge to meet our goals. We can regulate by **seeking (or co-regulate by offering) comfort, energizing, or resting**. If we are **feeling sick** in the Blue Zone, we may need to rest. If we are **feeling tired**, we may need to energize (depending on the context). If we are **feeling sad**, we may need comfort. In all these situations, the common theme is **noticing our lower energy and/or down feelings and options for managing them**.

## Green Zone



The GREEN ZONE describes a **calm, alert state**. We may be **feeling happy, focused, content, peaceful, or calm** in the Green Zone. The nervous system **feels safe, organized, and connected** in the Green Zone, helping us be primed to learn. *However, we can learn in other Zones too.*

When in the Green Zone we regulate by using **tools and supports that keep us moving forward comfortably**, helping us **feel ready to go!** In the Green Zone, we might regulate by **choosing to eat a healthy snack, exercise, take a break, or pause for a mindful moment**. These **restorative actions** help us **proactively care for ourselves** so we can move forward with ease.

## Yellow Zone



The YELLOW ZONE describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone.

In the Yellow Zone we may need to take action to regulate to manage our energy and feelings as they get stronger. For example, if we are feeling energetic at the lunch table it helps to use caution and take a deep breath, so we do not spill something. If we are feeling nervous before our performance, we can slow down our racing thoughts and speech by using a mindfulness tool. When we are frustrated, and pause to take notice, we can decide to take a break to collect ourselves before we say something we regret.

## Red Zone



The RED ZONE describes a state of extremely high energy and intense, very overwhelming feelings. We may be in an extremely heightened state of alertness, potentially triggering our fight, flight, freeze or flee protective response. We may feel elated, euphoric, anger, rage, devastated, out of control, panicked, or terrified when in the Red Zone.

When in the Red Zone we might need to pause and assess if we need to regulate and gain a sense of control of our strong feelings and high energy. For example, if we are feeling angry it may help to pause and count to 10 before we act. If we are panicked, we can stop and use our self-talk to help us gain a sense of control of our thoughts in order to meet our goal. If we are elated, such as when a teammate scores the winning point, we might need to pause and take a big breath to regulate our impulse to run out on the field to celebrate if there is still time on the clock.

## **All the Zones are Okay**

A core belief of The Zones of Regulation is that all the Zones are okay. We routinely experience several of the Zones across a day. It's critically important that we don't convey the message that the Green Zone is the only acceptable Zone to be in. Acknowledge, accept, and support these feelings, never make anyone feel like the Green Zone is the norm.